

## **THE MARKET FOR PRE-UNIVERSITY EDUCATIONAL SERVICES - PUBLIC AND PRIVATE SERVICES**

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**Abstract:** *Education, culture and art services, health and social assistance, physical movement and sport, as well as some general services such as: national defines, public order, environmental protection, etc., are part of the publicly funded services being provided to consumers free of charge, with a collective purpose and having as main objective the satisfaction of the spiritual needs of the members of the society. In this context, the education market becomes the expression of the educational demand and supply, which leads to structural changes in the adaptability to the demands of the labor market, the strategic change in relation to the existing resources, the potential for future development, the correction of the behavior of the education providers in the report with the existing knowledge offer at a click of a distance.*

**Key Words:** *education policy, labor market, public funds*

The market is the form of organization of the goods based on the existence of the price, against other considerations, such as traditions or political choice. The term market term often implies, although it is not always specified, the additional hypothesis of the existence of a competitive market, whose conditions determine the optimal allocation of resources.

The educational market is a specific form of market in which complete and complex educational services are traded, whose effects are transferred directly, on the educational service beneficiaries, the students, and on the society, in indirectly.

The education market has the following basic characteristics (Suciu, 2000):

- Young people are very sensitive to the specific conditions of the labour market when they make the decision whether to invest in human capital to attend a high school. They perceive very quickly which are

the most advantageous professions, both from the perspective of earnings, and from the opportunities of work and, respectively, of the socio-professional status that they confer;

- Registration of a gap between the educational services offered, their reception by young people, and validation of the skills and knowledge of young people by the labour market, resulting in the increase of employment in the economy.

The market of the educational institution is defined by a series of situations that it faces during its activity.

A first situation arises when recruiting candidates to fill the positions of future students. We are dealing with a potential market that is the subject of external marketing, the institution offering certain specializations, curricula, professional body.

Another interaction is when the interaction between the staff of the institution and the student takes place in the educational process, being carried out a series of specific activities.

From the perspective of the offer, these activities make up the group of basic services, called educational services.

The potential of the educational units provides conditions for the provision of other categories of services such as: micro production and commercial activities, the provision of services within the practice of students. Usually, these activities are derived from the basic ones having a secondary role. They make up the group of additional services. Having a pronounced commercial character these are important sources of obtaining the income needed for the basic activity.

Finally, the educational institutions carry out a series of activities designed to meet the needs of accommodation, meals, leisure, activities that have a pronounced social-cultural character. They form the social-cultural benefits group.

The education market defines a regulated relationship between the demand and the supply of educational services, starting from the identification of the social need, transposed into educational services that answer the fundamental questions of a market in general: "what is the product? "And" who are the customers?" (Marinescu, 2001)

The objective of the educational market is the delivery of valid knowledge to a changing society, oriented towards the knowledge that forms a product. "The main educational product is represented by certain knowledge,

but also by their transmission in a special form" useful to society, which contributes to the increase of the general level of well-being.

The beneficiary of the educational act, the student, is a catalyst of information that is transposed into knowledge and then into competences according to a series of social, psychosocial, somatic, sensory, economic conditions. Thus, the student is a complex product that captures in its own development curve a cumulative knowledge determined by the genetic background, the contribution of the educator, the societal context and the public policy orientations of the region in which it is located.

In the educational process, the graduate as a beneficiary, will contribute, through the vocation or manifestation of the knowledge and skills acquired in a field, to the validation of the effectiveness of the educational system in Romania. The beneficiary of the educational act is also the client of the educational market, which makes him analyse the utility of the acquired service, respectively knowledge, skills, competences, in terms of the satisfaction obtained in a certain area in which he values his results or purchases from the education market, but also through the perspective of increasing the level of well-being.

In this context, too, the utility of the educational market can be appreciated in relation to the effect of substitution between free time and the time allotted for the accumulation of knowledge in school, generated by the reduction of the effective working time if the productivity level of the employee will increase, effect of a high education and skills.

The client can be appreciated at the educational market level as well. (Marinescu, 2001)

- primary clients - students, students, people who are involved in the educational process;
- secondary clients - the external environment of the school, stakeholders, respectively the extended school community of which parents, institutional actors from the Ministry of Education, NGOs, civil society but also practice or internship partners are included. - in order to increase the degree of validity and relevance of the knowledge acquired by primary clients;
- tertiary clients - they have an indirect role, being the larger form of secondary clients but directly experiencing, over time, the benefits of the education system, in terms of increasing the quality of life, of the general level of well-being generated by an educated population, citizens who know their democratic rights and freedoms and act accordingly.

The modern acceptance of the concept of customer has required a widening of its scope by introducing the idea of an interested party in the realization of the product or service.

Clients, respectively stakeholders, can be internal or external to the organization. In an organization, when generating products or services, a group of people and groups usually cooperates according to a flow type algorithm. In such a configuration, each group or person who contributes to the realization of the product or service is a provider for all those whose contribution is later. The latter manifest themselves as internal beneficiaries and have their own quality requirements.

The main external clients of a university are companies and other employers' organizations, as well as graduates (Drăgulănescu, 2003).

Students have a dual quality: of active participants in the educational product and of internal clients. The other "interest partners" of pre-university education are: abroad, the state, national authorities, community and local public administration, higher education institutions, national and international academic and scientific community, parents and eventual creditors of students, creditors and student sponsors, etc. and inside the staff and management of pre-university education.

In the context of the presented ones, the offer of educational services appears to be made up of all the activities that the specialized units carry out in order to satisfy the demand expressed by both the beneficiaries and the carriers of the labour force.

The demand for educational services expresses the need for knowledge in a particular field, on the one hand by environmental agencies in the economy, and on the other hand by the people who attend educational courses.

Considering both categories of need carriers, it turns out that demand is extremely diverse. At the same time, in demand, demand is extremely mobile, which requires a proper approach of the specializations, number and structure of those who participate in educational activities.

Finally, the application has a pronounced seasonal character, determined by the education system. However, the motivation of a certain behaviour at the time of expressing the request is formed during several years and is sufficiently outlined in the period preceding this expression. Studying this behaviour thus becomes

possible and at the same time necessary for its influence in the interests of both the candidate and the educational institution (Olteanu, 2007).

Particularly interesting are the particularities of the request when viewed as a request for information, during the "consumption" of the "educational" product. Such a request is expressed over the duration of the studies, is fluctuating and has strong psychological, subjective but also objective influences. Researching the opinions of the request holders in relation to a number of aspects of the instructional-educational process is particularly difficult.

Educational institutions do not only provide and deliver educational services but can also assume an intermediary role between the owners of the labour force and their beneficiaries. The position, particularly interesting, places the institution as a service provider for both categories of customers.

The demand for educational services is a demand derived from the demand for education, but it differs, however, from this because (Marinescu, op. cit., 2001):

- individuals want education rather than educational services themselves (personal utility is positively influenced by higher education, while the direct effects of educational services can be negative, even when the educational process involves a consumption of psycho-nervous energy, with negative, but also positive, positive experiences expressed through the pleasure of going to school);
- the consumer is not only able to passively buy educational services on the market, but also produces education by consuming time and effort;
- education does not last for only a certain period, once assimilated it remains, with certain exceptions, for life.

The demand curve for educational services has the same form as for most goods, the quantity demanded of a certain educational service being determined by its price (explicit price and / or opportunity cost of time spent for consumption educational service). Therefore, the demand curve is decreasing, as is the rate of return on investment in human educational capital, in relation to the number of years of schooling.

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The demand for education is placed in the area of interference of the factors that determine the demand for goods and services, in general, and the consecrated factors that determine the educational demand. In principle, the demand for education is determined by the following categories of factors (O. Ciobanu, 2003):

- consumer needs of educational products - divided into current, detectable and real needs, which are aware by the individual and which involve a calculated and rational act, and the demands or preferences of individuals, which can be induced by using various channels and well-targeted messages, being influenced by the environment in which it manifests itself, by morals, by the media and by other means used to promote the educational offer;
- the level of disposable income (allowances) that determines the solvable demand, formed both from the incomes destined to the initial vocational training and from the incomes available to each consumer of such educational goods and services (individual incomes) and / or family);
- price of economic formation - the price of the educational program is taken into account, which is a problem for those with low incomes or with several family members, who do not have their own source of income. From this point of view, price can become a significant social barrier for individual investment in human educational capital as it deepens social polarization.

In the case of the provision of educational services, the analogy with the classical theory of costs is often valid, especially for private education where there are certain competitive conditions.

The curve of the supply of educational services presents a positive slope and indicates the marginal cost of producing the educational services corresponding to a year of study. The direct costs of education, as a determining factor in the supply of educational services, depend on many variables, such as the size of the school population, the type and quality of the education provided, the distribution of students or students across different geographical areas, etc.

From the point of view of the educational offer, it is considered that if, in the short term, the supply of labour with higher education is relatively constant, in the long term this weight can change. Thus, if the salary paid to people with a higher level of education increases, then more and more people will be inclined to go to college, hoping to get a better paid job in the future.

Any educational offer is determined by certain factors, which give dominance and quality of the respective offer (O. Ciobanu, 2003):

- the institutional and organizational framework, at which level the offer is diversified according to the access routes in the system and the level and modalities of institutional organization;
- the educational contents - components of intellectual invoice of the respective educational offer. They refer to the initial and continuing education profiles, primary curricular documents such as curricula and curricula. The training contents are continuously adaptable considering the demands and demands of the labour market, but also the specificity of the reform of the educational-educational process;
- human resources that are trained in the process of training and education in the spirit of the market economy, formed by the teaching staff, the number of applicants (students, students, adults);
- the material resources necessary for the educational-educational process of economic level, formed by the infrastructure and the didactic logistics, continuously changing in order to adapt to the specific of the didactic activities;
- financial management of educational processes, training and professional adaptation processes. Includes investments in human capital and public, private and individual education expenses.

Balance in the education market can be approached, both static, short-term and dynamic, by capturing the impact that, in the long-term, the changes affecting the balance on the education market can have.

The functioning of the education system in Romania was regulated for the first time by Law 84 of 2005, and later in 2011 the Law of National Education no. 1 brings regulations, standards, and criteria, performance indicators that must be fulfilled by private and denominational schools. According to this law, they can receive state support under conditions established by Government decisions, and the accredited private pre-university education units.

The local public administration authorities with the approval of the school inspectorates organize the school network for state and private pre-university education, and the county councils, the local councils of the sectors of the Bucharest municipality with the consultation of the social partners and under the Ministry's opinion National organizes the school network for high school and post-secondary special education.

The units of early education, as well as those of primary, secondary, high school and post-secondary education are set up by natural and legal persons based on the legislation issued by the Ministry of National Education.

The school network in pre-university education is published in the updated form at the beginning of each year, and at least 6 months before the beginning of the school year, the school enrolment figure in the state education is communicated publicly.

Based on the partnerships concluded between the state educational units and individuals accredited with the economic agents or institutions in Romania or abroad (based on the intergovernmental agreements), classes can be organized within the educational units: state or private individuals in compliance with the legislation in force. Any form of pre-university education requires authorization for operation, accreditation and periodic evaluation, the institution under the subordination of the Ministry of National Education which is responsible for the Romanian Agency for Quality Assurance in Pre-university Education.

## **Conclusions**

Education is a basic resource of society, which is a weapon but also a power factor. Weapon in the sense that you use education to form destinies, workforce, a future of society according to which strategic decisions and orientations can lead to submission or disobedience, and power in that becoming a workforce will increase the level of development of the company, capable of making decisions, adopting rational consumption behaviours, compatible with the company marked by the scarcity of resources.

Who owns the knowledge, holds the power and the knowledge will be able to guide the companies in the process of advancing resources towards a sustainable consumption, favourable to life.

At present, humanity is going through the most serious existential and consumer crisis generated mainly by the polarization of knowledge towards certain spheres of society, caused in particular by the lack of economic conditions necessary for the accumulation of education but, in many cases, and because some of the young people consider that education no longer satisfies their integrative capacity in society. For this reason, the education market must become adaptive and consensual.

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